

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.6 Students will describe the elements of how US foreign policy is made and understand the international challenges and influences of the United States government.	
Grade Level/Band Standard:	9-12.C.6.1 Explain the foreign policy process in the United States and give examples and their impact of foreign policy initiatives.	
Student Friendly Language:	I can describe how US foreign policy is made and carried out, highlighting past and present policies.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">There are numerous other nations with whom the United States government interacts. That the world is more connected than ever before.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">The basic goals of U.S. foreign policy, the process for creating foreign policy, and how these policies affect citizens.	<ul style="list-style-type: none">Foreign policy is crafted primarily by the executive branch and, as per the system of checks and balances, can sometimes require approval from the legislature.Foreign policy initiatives are created for a variety of reasons including but not limited to diplomatic, economic, and/or security concerns.	<ul style="list-style-type: none">Identify and explain the various processes of foreign policy creation.Identify various stakeholders in the creation of foreign policy.Explain how different stakeholders can impact the creation of foreign policy.Identify and explain the impact of foreign policy making on historical and/or contemporary examples of foreign policy initiatives.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">GlobalizationForeign PolicyDomestic Policy	<ul style="list-style-type: none">That the United States is the sole superpower in the world.America’s foreign policy process is highly complex with numerous levels and lots of acronyms.	

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<ul style="list-style-type: none">● Isolationism● Internationalism● Superpower● Ambassador		
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none">● The process of the United States Federal Policies was foreign to the Oceti Sakowin Tribal Leaders.	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none">● 8.C.6.1 Identify the impact of foreign policy decisions throughout US history.	<p>Current Learning Connections</p> <ul style="list-style-type: none">● Examine foreign policies in the U.S. and their impact.● Draw connections between any novels students may be reading.● Personal Finance and Economics● Consumerism.	<p>Future Learning Connections</p> <ul style="list-style-type: none">● Real-life Application.● Vote.
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none">● D1.2.9-12.Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none">● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none">● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure,		

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context, and corroborative value of the sources to guide the selection.

Communicating Conclusions:

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- List historical and/or contemporary foreign policy initiatives and critique their potential long term effects.
- Assign a case study for an international incident and describe how the United States could provide assistance.
- Use a foreign website to examine the United States from a foreign lens.
- “Bureaucracy BINGO”: to help students identify the name of government agencies and their role within the Executive Branch

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Make and circulate a video ● Initiate an informed conversation ● Create a class position statement 	<ul style="list-style-type: none"> ● Using a compelling question and have the students create a FIVE minute video essay addressing it. Example: Since 1975, have American presidents made America safer? ● Conduct a Socratic Seminar with your class using a compelling question related to U.S. foreign policy. ● The class will collaborate together to create a mission statement for the United States outlining the foreign policy philosophy.